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ABSTRACT

This study examined, through retrospective interview data, the interaction between student teacher and mentor teacher during a 16-week practicum experience. The subjects were four teacher-intern pairs in an elementary school. Three models of coaching and teacher behaviors were considered: (1) joint experimentation--helps students formulate objectives, leads the search for methods, shows what is necessary, collaborates, avoids telling; (2) follow me--relates the parts to the whole, shares repertoire until something "clicks" with the intern; and (3) hall of mirrors--surfaces own confusions, dialogues, sees error as an opportunity for learning. The study sought information on the general views of mentors and interns about the extended practicum and their roles in it. Participants were also asked about their perceptions about problems they encountered and how they were resolved. Inquiry was made on the model of coaching typical for each pair and the extent research on effective teaching was put into practice in each classroom. Individuals were asked the meaning of the experience in relation to their continuing professional development. The underlying intent of the study was to determine if the emphasis on effective teaching behaviors limited or shaped the internship experience. (JD)

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INTEGRATION OF RESEARCH AND PRACTICE

THROUGH AN EXTENDED PRACTICUM

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INTEGRATION OF RESEARCH AND PRACTICE
THROUGH AND EXTENDED PRACTICUM

Introduction

This study examines the interaction between student teacher and mentor teacher during a sixteen-week practicum experience. All participants in this study were connected with one elementary school in a small town in north west Saskatchewan. One of the researchers interviewed four intern-teacher pairs, asking the informants to consider their experiences from internship. The interview, which required participants to think retrospectively about the experience, was semi-structured, designed to prompt participants to consider specific items presented in Donald Schon's (1987) Educating the Reflective Practitioner.

Before considering this research, the reader will find it helpful to consider the extended practicum experience designed by the College of Education, University of Saskatchewan. The College of Education has a long history of involvement with an extended practicum. It established one of the first extended practicum experiences, or internship as it is called in Saskatchewan, in Canada in 1964. The extended practicum has evolved through a twenty-five year history from an elective option for secondary students to a compulsory component for all students in the College. The College now assigns some six hundred students each year to an internship experience. Students can be placed anywhere up to two hundred miles from the University centre.

The model for internship has been carefully thought out and structured. In brief, this model is based the work of Fuller and Bown (1975)regarding of stages of concern for student teachers, and the model includes current thought about teaching and teaching behaviours. Both student teachers and mentor teachers are provided with a handbook to guide the internship experience: Supervision for Effective Teaching (1987). The sequence of topics covered in this Guide includes professional attributes, the working relationship, lesson and unit planning, structuring, classroom management, questioning, reacting, and presenting. Major references include Wittrock's (1986) Handbook of Research on Teaching and Dunkin's (1987) International Encyclopedia of Teaching and Teacher Education. The Guide also includes summaries of such authors as Cooper (1986) and Gordon (1974) to provide background content on general teaching effectiveness as well as information from Charles (1983) and Jones and Jones (1986) about classroom management.

This Guide is used, too, to structure workshops for student teachers and mentor teachers. Each College supervisor conducts two full-day workshops and two half-day workshops with the intern-mentor pairs in his or her region. These workshops help the participants understand and work with the information in the Guide as well as with the question of evaluation of the student teachers to determine the extent to which they have achieved the behaviours outlined in the Guide.

Purpose

The overall purpose of this study was to consider the nature of the internship experience through retrospective interview data. To answer this general question, the researchers set out five guiding questions:

1. What are the general views of mentors and interns about the extended practicum and their role in it?
2. What are the perceptions of mentors and interns about problems they encountered together, the action taken, and the knowledge utilized to resolve the problem?
3. What model of coaching was typical for each pair?
4. To what extent was research on effective teaching put into practice in each classroom?
5. What was the meaning of the experience for each individual in relation to her or his continuing professional development?

The underlying intent of the study was to determine if the emphasis on effective teaching behaviors limited or shaped the internship experience.

Theoretical Framework

We need to look at two knowledge bases for this study: the research base for the extended practicum; theoretical considerations of the coaching process. The research base for the model for extended practicum is clearly a competency based approach as

described by writers such as Hall and Jones (1976) and Spanjer (1972). Some faculty members in our College are questioning the appropriateness of this model, suggesting that we need to develop a more humanistic model. Such a concern as this has prompted the researchers to find a way to look at the internship experience and to determine the extent to which the student teachers' experiences can be described as purely technical-rational and competency focused.

To examine this question, the researchers turned to the work of Schon (1987), a critic of the technical rational model, who advocates the preparation of reflective practitioners. A number of writers support Schon's focus on the subjective world of individuals involved in a practicum experience (Clark, 1988; Connelly and Clandinin, 1988; Lundgren, 1988; Munby, 1987; Russell, 1988); however the researchers have drawn the theoretical framework for this study primarily from Schon (1987). More specifically, his concepts of world making, reflection-in-action, reflection-on-action, coaching and induction form the framework used to design the semi-structured interview and to analyze the interview data. The researchers have also used the work of the following writers in the analysis and discussion of the interview data: Lanier (1984); Richards and Gipe (1988); Zimpher (1988).

Methodology

The design of this study is one of four parallel case studies, as described by Yin (1981) and Miles and Huberman (1984). Research procedures, as outlined by Fetterman (1982), emphasized the insider's view, providing a holistic approach in context, with a non-judgmental orientation.

In the fall of 1987, one of the researchers had, as part of his teaching assignment, the supervision of four interns in a rural school jurisdiction. During the four month period of the internship, he conducted four workshops for mentors and interns, visited each pair at least four times, recorded classroom observations on each visit, and assisted in the evaluation of interns based upon specified teaching skills. In the spring of 1988, the researchers interviewed each of the mentors and interns to prompt them to reflect on the internship experience.

The interview data were transcribed and coded. The twenty-eight item coding scheme was drawn from Schon (1987) and fell under categories of coaching, context, worldmaking, knowledge utilization, reflection on a surprise, action, feelings, and career orientation. The researchers used Ethnograph (Seidel, 1985/1988) to assist with the analysis of these interview data.

In summary, the researchers used the following procedures to establish the trustworthiness of the data (Guba, 1981): a prolonged period of data collection, member checks, triangulation of data, and peer debriefing. It should be noted that both researchers are native to the province in which the study was completed and have been actively involved in teacher education for more than twenty years.

Context and Characters

The setting for this study was a K-6 elementary school in a relatively prosperous small town. The physical facility included a gymnasium that was shared with grades 7-12 students, an attractive resource centre in a new wing, an older wing, and a centrally located staffroom. The general office and the principal's office were next to the staffroom. The three hundred students were served by thirteen full-time staff members. For a number of years student teachers and interns have been placed in the school. The researchers' general observations, supported by comments made during interviews, were that the school had a healthy climate in relation to being physically attractive and student-centred. Of particular, importance to this study were teacher norms of working on evenings and weekends and of sharing ideas and concerns. According to one of the teachers and his intern, it was a "good school."

The central characters in this study were four teacher-intern pairs. The teachers, Agatha, Betty, Charles, and David,[1] taught classes in grades 2, 3, 5, and 6 respectively, with enrollments of between 18 and 21 students. After an initial first visit to the school, the researcher was generally impressed by the experience and dedication of the teachers. Agatha seemed to be out-going and fun-loving. Betty in her quiet, pleasant way, was a leader in teacher federation matters. The two men were less visible in the staffroom because Charles was vice-principal and David didn't seem to have a priority for relaxation and "chit-chat." Both men seemed friendly but rather quiet.

At the beginning of the internship, it was obvious that the interns were excited, somewhat apprehensive, and determined to do their best. Anne, with the best academic average of the four interns, was shy and unsure of her situation with Agatha. Bonnie was bouncy and confident and pleased to be with Betty. Chris, with journeyman's electricians credentials, was older and eager to learn in Charles's grade 5 classroom. Diane was enthusiastic but a bit uncertain of having a male mentor, David. Bonnie and Diane could often be seen in the staffroom, but Anne and Chris were usually totally absorbed in their teaching. With this general introduction to the people, we turn now to the findings of the study.

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[1] *To achieve confidentiality, the names of teachers and interns are fictitious.*

Findings

Attention in this section is first directed to the effective teaching behaviours as identified in the Guide and the extent to which they were demonstrated by the interns. Subsequent headings, also related to the guiding questions for this study, are topics drawn primarily from Schon's views of the reflective practitioner.

Effective Teaching Behaviours

To determine the attention given to effective teaching behaviours, the researchers reviewed the summary sheets from classroom visits. These sheets indicated the focus of the intern's work at the time of the supervisor's visitation, observations from teaching plans, and plans for further growth. After discussion, each sheet was signed by the intern, the mentor, and the college supervisor (one of the researchers).

Data related to teaching behaviours are presented in Table 1. The first section of the table indicates the number of behaviours in each area. For example, the eight behaviours for structuring are related to motivational set, objectives, activities, sequence, transitions, directions, summaries, and assignments. The second portion of the table shows the areas that the interns were concentrating on at each visit. In November, for example, Chris was directing his attention to questioning and responding. The final part of the table reveals the final evaluation of each intern in relation to the areas of behaviours. "Above average" meant that in the judgement of the mentor, after discussion with the college supervisor, the intern was not expected to have any difficulty

with those behaviors in the first year of teaching. "Average" meant that the intern was thought to likely be successful in the first year of teaching. It can be seen that Anne and Bonnie received mostly average ratings and Chris and Diane were considered above average in most areas.

Table 1: Effective Teaching Behaviours

	Lesson Planning	Unit Planning	Struct-	Classroom Manage-ment	Questioning Responding	Presenting
I Number of Behaviours	10	8	8	14	16	10
II Emphasis in October	Anne Bonnie Chris Diane	Anne Bonnie Chris Diane	Anne Bonnie Chris Diane		Bonnie Chris	
November	Anne Diane	Anne Diane	 Bonnie 	Anne Diane	 Chris 	
December	Anne Bonnie Diane	Anne Bonnie Diane	 Chris	Anne	Anne Bonnie Chris Diane	Anne
III Final Evaluation "Above Average"	Anne Chris Diane	Anne Chris Diane	Diane	Chris Diane	Bonnie Chris	Bonnie Diane
"Average"	Bonnie	Bonnie	Anne Bonnie Chris	Anne Bonnie	Anne Diane	Anne Chris

All of the interns clearly gave consistent attention to the effective teaching behaviours and demonstrated them successfully. None was rated below average in any area. We will now turn to the more general view of the internship as held by mentors and interns.

General Views of Internship

As mentioned earlier in this paper, stages of concern with self, content, and impact, as described by Fuller and Bown (1975), were used as a framework for planning the internship Guide. The reader is urged to look for evidence of concerns as data in this section are presented. Comments from mentors are first considered and then related views of interns are shared.

Three of the four mentors were clearly at the impact stage as demonstrated in their responses to questions about their perceptions of internship. The fourth mentor seemed to be at the stage of concern about self. Our interview data suggest that the perceptions of the mentors about internship had an impact upon the nature and quality of the internship experience as described by the interns.

Teacher Betty provides the most definite statement of her purpose as a mentor and provides a focus on her concern with her impact upon the student teacher and the profession. In response to a question about the value of internship, Teacher Betty says: "The personal sort of satisfaction that I'm helping someone coming into a profession that I really care about" (468-471). She goes on to note her concern for the welfare of the

intern. Betty immediately put the concern of her intern forward as the beginning point for the internship. She says:

> ... right from the beginning I want my students to see her in front of the class doing something with them, even if it's just reading a story or dictating a list of spelling words which they're capable of doing right from the beginning (1141-1147).

Intern Bonnie rose to meet Teacher Betty's expectation that she act as a teacher right from the beginning. She responded to Betty's concern with her as a person:

> "It was, it was just, it was all of me. It was just dive in and do this." (444-446)

In other words, Betty's concern with her impact upon the student paid off as Bonnie immediately responded to the situation.

Teacher Charles had a similar orientation to that of Betty. He, too, was concerned about his impact upon his intern:

> "I was willing to make my contribution and whatever to somebody else's well being." (621-623)

He also had a very pragmatic reason for working with interns, the good of his school:

> I think it's good for a school and you can probably watch all of them when you need them.... When we have a good look at a person like that... It's a selfish thing. You have a much better chance of hiring somebody who's going to be good for the school (628-643).

Intern Chris responded to Charles's concern for his success. His comments indicate that he took responsibility for his own learning, responsibility that Teacher Charles was anxious that he assume: "I didn't expect to know everything but I'd learnt... like you say it's sort of an apprenticeship. You know you learn on the job and at first you are a little leery about [what people think] (117-121).

Teacher David was a bit more guarded in his statement of purpose for internship. He was concerned that the intern think critically, consider ideas and accept or reject them on their merit. He said:

> And because I do things doesn't mean she has to do them -- because she does something that doesn't mean I have to and doesn't mean I have to like it, but you still have to respect it and I think that's the whole game. That's the whole basis of a good relationship (329-336).

Teacher David is more intellectual in his statement of impact upon his intern, whereas Teachers Betty and Charles express more of a personal commitment for the welfare of a beginning teacher. Intern Diane, who worked with David, mentioned that she never felt sure of herself, never knew how well she was doing until the very end of the internship. Interns Chris and Bonnie seemed to have a stronger feeling of control and surety over their internship experience.

Teacher Agatha and Intern Anne provide an interesting contrast to the other three pairs. As we mentioned previously, this mentor intern relationship was not as successful as the other three. Interestingly, Agatha was self-oriented in her response to the purpose that she saw in internship. It makes her a better teacher. She said: "It really, to keep me from getting into a rut because they really keep you on your toes.... You have to rethink why you're doing things that doesn't, you don't get into a rut" (1101-1104). As far as Intern Anne was concerned, she wasn't able to keep Agatha on her toes and get her out of her rut. She said: "Oh, Agatha had it so stuck in her head that she was... what she did last year was what she was doing this year and the stuff in the book doesn't work so we'll do it this way" (848-853).

In summary, the interview data suggest that mentors have different perceptions of their role in internship. Using Fuller's concerns model, two mentors directly mentioned that they were concerned about their impact upon their intern; they felt a responsibility both to their intern and to the profession. These two, mentor-intern pairs seemed to have the most positive relationship during the internship experience. The third mentor seemed more intellectual, more cerebral in his expression of impact. His statements revealed a concern for critical thinking, not for the person or the profession. The intern in this classroom did not feel the security that the other two interns expressed, although she received the highest marks for internship. The fourth pair was less successful. The mentor dominated the intern. This mentor expressed her value in the internship in

terms of self -- so that she could improve. Her intern, on the other hand, perceived her as closed minded and impervious to ideas.

Perceptions of Surprise, Action, and Knowledge

The mentors were all experienced teachers and each had worked with interns prior to the fall of 1987 when their new interns arrived. The interns had each completed prerequisite courses on campus and a three-week student teaching experience. Both mentors and interns had acquired some knowledge-in-practice to use Schon's (1987) expression. The purpose of the second portion of the interview was to gain insight into some situation that surprised the mentor or intern -- something for which their knowledge-in-practice was not sufficient.

Verbatim statements regarding surprises and action are presented in Table 2. It can be seen that the surprises for the first two pairs centred around personality factors and both mentor and intern identified the same issue. Neither the mentor nor intern in the third pair perceived any major problem. With probing, the mentor mentioned his absence from the classroom and one question of data feedback as causes of some concern. The intern had found the preparation of a bulletin board problematic. The fourth mentor focussed on the idealism of interns; yet he said that he expected that. The intern, however, had been surprised by lack of positive feedback and the challenge of preparing units for which guidebooks were not available.

Table 2: Perceptions of Surprises and Action

Pair	Surprise - Problem	Action
I Mentor	"Anne" was very difficult (89) "... it's dealing with people" (123-124).	"I would think it's going to improve" (304-305). "I blew up" (342). "...then I called her in" (400-401).
Student	"Agatha comes across as being a very strong-minded person..." (219-222).	"When I was in the classroom by myself for one day...that sort of changed everything "(369-374).
II Mentor	"... she had such extremely high expectations" (229-230).	"...I backed right off and left it for awhile... positive comments..." (173-179).
Student	What I didn't know about myself before is my sensitivity to criticism and I'm really bad" (215-217).	I got mad...talked about it alot with the girls...then I approached Betty about it..." (238-259).
III Mentor	"I was in and out an awful lot" (144-147). "...some other little thing I noticed him do do in class that he would continue" (872-875).	"I ended up videotaping him..." (876).
Student	"___ said I was to make a bulletin board... I know I'm not creative" (176-180).	"I thought of the kids – their interests – I walked around to other classrooms...and I did it" (181-185).
IV Mentor	"...coming out of college, like she's very idealistic" (209-211).	"You square on things...let each other know when you had a different point of view" (341-343).
Student	"I had no idea how I was doing" (241-242). "...my units themselves were a real challenge..." (290-295).	"First of all I had to find a novel" (312-313. I talked to the other teacher" (322-323). "My first lesson I just bombed" (355-356).

The actions of the second, third, and fourth mentors reflect their initiative in leading the way towards a solution and the positive response of the interns to the challenge. It should be noted that the action of the second pair was more collaborative in dealing with an immediate problem. The action of the first teacher was not directly related to

the outcome. The intern gained confidence by being alone with the class and resigned herself to a pattern of compliance in that situation.

In responding to a wide range of topics during the interview, mentors drew primarily upon their experience and beliefs as a source of knowledge. There were seventy-nine such comments in contrast to only four remarks about print materials or university other than having had interns previously. Statements most directly related to the actions reported in this section are as follows:

> "I gave it time because I learned teaching grade one..." (Mentor 1, 310-311).
> "A lot of it is intuition, watching body language," (Mentor 2, 157-161).
> "Getting ready to teach...isn't totally book learning." (Mentor 3, 1150-1155).
> "When I'm not out doing something I'm forever thinking," (Mentor 4, 599-601).

The first intern based her actions upon her student teaching experience, her interactions with her mentor, discussions with other teachers, and reference to university methods classes. She did not mention other experiences and her only belief statement was: "I know that I can do it now and I don't think anything else that I do here [on campus] is going to help me when I go out to teach" (482,485). The other three interns each mentioned student teaching but only one of them, Chris, made reference to university classes. They each made between fourteen and eighteen statements about beliefs, including these:

"I had to vocalize it, I had to throw it out," (Anne, 247-248).
"Growth -- that's what it's all about," (Chris, 350-355).
"I honestly think he knew what he was doing..." (Diane, 438-439).

In summary, mentors and interns did encounter surprises that ranged in intensity from minor to serious. Three of the mentors led the way in finding solutions; whereas the mentor in pair one appeared to be focussed on herself. Most of the action was based upon experience and beliefs.

Models of Coaching

The third portion of the interview was focussed upon mentor and intern perceptions of their interaction. Verbatim statements that appeared typical of each pair are presented in Table 3 along with the researcher's comments.

Table 3:
Verbatim Indicators of Models of Coaching

Pair	Action	Statement	Comment
I Mentor		"I said, 'Look you'd better grow up,' and I said, "'I'm not making fund of you, I'm not that type type of person...learn to trust me'" (320-410). "You can very, very seldom dislike them as a person..." (69-74).	Follow Me focus on self
Student		"Basically she gave suggestions and I followed them" (595). "You're so concerned about each individual part that when someone does tell you that it all just flows..." (1070-1073).	Follow Me -imitate parts-whole
II Mentor		"...you have all these good things going for you...and make her admit to herself, 'I would like to do this better'" (196-207). "I picked up on it really early because of her body language..." (168-170).	Joint Experimentation -leads search
Student		"She was like, 'Let's do this together, help each other out, show each other new things about ourselves'" (398-401). "Like she just sort of said, 'This could have been done differently'..." (218-222).	Joint Experimentation -avoid telling
III Mentor		"...he was probably on his own more than other interns" (220-223). "...from another young teacher he got the idea that the more stuff he made or collected...the better off he'd be" (836-841).	General Follow Me
Student		"For two classes I even took data for him, like we reversed roles...he was still learning..." (516-520). He knew that as a beginning teacher...you have to find your own way of teaching" (448-451).	Hall of Mirrors -error as opportunity
IV Mentor		"I think [I showed her how to do things] to a large degree" (300). "...feedback that wasn't positive, I'd write it down and would say 'Take it home - I don't want to talk about it 'til tomorrow'" (357-361).	Follow Me Joint Experimentation
Student		"It was good just to observe him - a fantastic teacher" (208-209). "Everything he told me he did in his own classroom..." (190-192).	Follw Me -share repertoire

Schon (1987, 295-298) has identified three models of coaching and teacher behaviours associated with each that have been used to analyze data in this section:

Joint experiementation * help students formulate objectives, leads the search for methods, shows what is necessary, collaborates -- avoids telling.

Follow me * relates the parts to the whole, shares repertoire until something "clicks" with the intern.

Hall of mirrors * surfaces own confusions, dialogues, sees error as opportunity for learning.

It must be emphasized that the Supervision for Effective Teaching handbook reflects a "follow me" model in that the composite teaching act is divided into various categories of teacher behaviour that interns are expected to demonstrate. Table 3 reveals that the typical model for pairs one and four appears to be "follow me," but for very different reasons. Anne concluded that compliance was required; whereas Diane attempted to imitate what she perceived to be very effective teacher behaviour. In addition to examples of joint experimentation, it should be noted that both Charles and Chris, pair three, emphasized risk-taking and learning by doing -- hall of mirrors. Teacher-intern interaction varied in different circumstances and no one model of coaching describes the range of behaviour. In other words, all pairs had some coaching that could best

be categorized as follow me and some that was primarily joint experimentation.

Subjective Personal Meaning

At the conclusion of the interview, mentors and interns were asked what the internship experience meant to them. Reponse from mentors will be reported first, followed by the views of the interns.

All mentors believed that having an intern was an opportunity to contribute to the teaching profession. Betty shared strong feelings when she referred to, "The personal satisfaction that I'm helping someone coming into a profession that I really care about" (468-471). David added, "I was an intern and my experience was absolutely great" (673-675). Another common feeling among the mentors was that they grew professionally from having an intern. Agatha remarked, "...to keep me from getting into a rut..." (1101-1102), and Charles revealed, "I was looking for a little spark" (613). Betty provided some elaboration when she outlined various phases of her career where discretionary time had been devoted to family, community, the Teachers' Federation, and the internship program. It should be emphasized that the mentors did not view having an intern as any reduction in their workload. They were very conscientious in their role as mentors. Charles was concerned about being out of the classroom too often, Betty emphasized that an intern must not be used as an aide, and David observed that extra effort was required in long-range planning and in articulating rationale. Agatha shared a personal cost when she said, "It was hard on me because

I like to be liked" (234-235). It is fair to say that all mentors saw their role in the internship as a contribution towards their on-going, professional growth.[2]

Every intern was excited about the success that they had realized in the classroom. Anne stated, "...that was the most terrifying part of the university -- thinking about going interning. I never thought I could do it but I did it" (927-931). Bonnie noted, "It's sort of like looking into your future; this could be your life" (183-184). Chris was looking forward to his first year of teaching and commented that, "I'm already saying that I'll do things differently than I did when I was interning" (789-802). Dianne was a little more cautious because she had had an interview with a superintendent who told her "You're just a first year teacher. How are you going to know anything?" (514-516).

The College supervisor was impressed with the extraordinary effort put forth by the interns. Three of the four were rated above average in professional attributes, and Anne was considered average. Bonnie's words reflect the approach of all four interns: "It was, it was just, it was all of me. It was dive in and do this" (444-446).

Summary and Discussion

This study was designed to investigate how, and if, there was an integration of research

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[2] *Mentors in Saskatchewan are not paid for the supervision of interns. Rather, such a duty is accepted as a professional responsibility.*

on effective teaching and elements of reflective practice during a sixteen-week extended practicum for aspiring teachers. Data were collected from four pairs of mentors and interns in the same rural, elementary school over a period of eight months. The researchers developed a code from Educating the Reflective Practitioner by Schon (1987) for analysis of interview transcripts. Findings indicate that effective teaching behaviours, as outlined in the Guide for internship, received regular attention from all four pairs and were demonstrated to the point where all interns were evaluated to be at least average in all categories. The mentors viewed their role to be one of helping and supporting the interns. Three of the mentors succeeded in playing a support role as their primary focus was on the growth of the intern. One mentor had difficulty getting beyond concern for herself.

Further analysis of the interview transcripts revealed:

1. In two pairs both mentor and intern identified the same, quite serious surprise or problem. In one case it had to do with human relations and in the other with the interns sensitivity to criticism. In the other two pairs, mentors identified only minor or general problems; whereas one intern reported minor difficulty in planning and the other was seriously concerned about a perceived lack of positive feedback and the difficulty of planning units without adequate guidance.

2. The action in relation to surprises indicated that three of the mentors shaped the experience to deal with the concern and the interns responded positively to their

leadership. In the case of the human relations problem, a number of factors combined to make it bearable and the intern showed steady improvement in demonstrating effective teaching behaviours. It was resolved more by circumstance than by design.

3. In each situation, one model of coaching seemed typical, but not dominant. Pairs one and four were primarily in a "follow me" pattern; whereas "joint experimentation" was the usual approach for pairs two and three.

4. All participants found the internship to be professionally rewarding yet demanding. The mentors saw their role as a contribution to their profession and to their own professional growth. The interns viewed the experience as having much more impact than any other aspect of their preservice program. It increased their confidence and enthusiasm for teaching and made them impatient with having to return to campus.

On the basis of this investigation it can be said that the emphasis on effective teaching behaviours in an internship does not limit mentor-intern pairs to technical-rational considerations. There is reason to believe that the clarity of goals in technical areas and the emphasis on objective feedback provided the groundwork for professional dialogue and reflection about student needs, purposes of education, and the growth of students and interns. The mentors in this study viewed technical-rational components as a means, not an end, and shaped their relationship with their interns accordingly. This finding underlines the importance of support for mentors in terms of workshops, incentives, and dialogue as reported by Zimpher (1988) for example. It should be

noted, however, that Zimpher has described mentors who were working in a support role for beginning teachers, not a combined support-evaluative role for interns as was the case for this study. She also emphasized another important point that surfaced in this study, however, and that is the integration of professional development for mentor and novice.

The combination of technical teaching skills with reflective practice no doubt deserves more thought. We must be reminded that the classroom situations in this study were not demanding in relation to high enrolment or large numbers of students with serious learning difficulty. In addition, the school climate included norms of sharing ideas and involvement in the professional organization. Richards and Gipe (1988), in a study of education majors, found that non-challenging field experience may provide few opportunities for reflection, and an overly threatening situation makes reflection subordinate to survival concerns. The situations reported in this paper appear to have provided a necessary balance of pressure and support for reflection. This finding supports Lanier's (1984) conclusion that time and a certain amount of autonomy are required for reflection.

The integration of research on effective teaching behaviours with reflective practice in the situations reported in this paper appears to depend upon a number of factors. There are contextual considerations in relation to demands of the classroom and the

climate of the school. There are also variables concerning the knowledge base for behavioral aspects and reflection, including the preparation of both mentors and interns for the experience. Regardless of the context, the knowledge and the preparation, mentors no doubt have quite a different mind set from what interns have. "Follow me" may be considered an open, transactional learning experience that requires confidence and depth of thought more likely to be characteristic of mentors than of interns. There is a paradox for interns because in early stages of field experiences they tend to focus on self yet reflection requires suspending self. It bears repeating that data in this study suggest that early attention to effective teaching behaviours may have enabled interns to transcend self interest and become involved in a type of reflective practicum as envisaged and designed by the mentors.

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